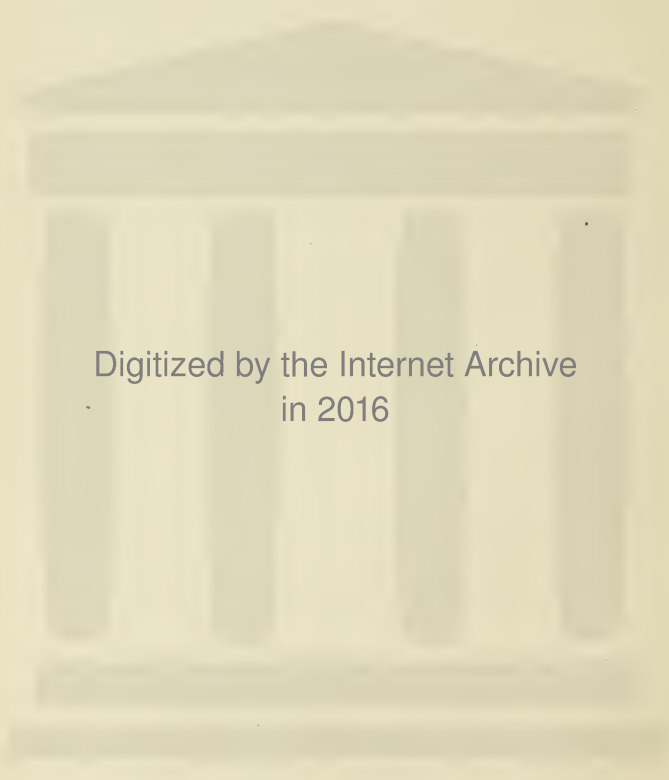


ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF ATTLEBOROUGH,
For the Year 1895.



ATTLEBORO, MASS. :
THE ATTLEBORO PRESS, ROBINSON BUILDING NO. 1.
1896.



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Sanford Street School.

ANNUAL REPORT
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For the Year 1895.



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SCHOOL COMMITTEE
TOWN OF ATTLEBOROUGH—1895.

CHAS. E. BLISS, Chairman,	W. H. STREETER, Secretary.
MRS. DR. L. V. G. MACKIE,	MISS LEONORA P. BEERS,
DR. W. L. ELLIOT,	CHAS. H. WHEELER,
E. S. CAPRON,	J. M. KNOWLES,
S. M. HOLMAN.	

Regular Meeting, First Monday of Each Month, 7:30 P. M.

Sub-Committees.

COMMITTEE ON INCIDENTALS AND REPAIRS.

E. S. CAPRON,	C. H. WHEELER,	J. M. KNOWLES,
S. M. HOLMAN,		C. E. BLISS.

COMMITTEE ON TEXT BOOKS AND SUPPLIES.

C. H. WHEELER,	MISS LEONORA P. BEERS,
MRS. DR. L. V. G. MACKIE, S. M. HOLMAN,	

COMMITTEE ON QUALIFICATIONS OF TEACHERS.

DR. W. L. ELLIOT,	C. H. WHEELER,
MISS LEONORA P. BEERS,	MRS. DR. L. V. G. MACKIE,
C. E. BLISS,	W. H. STREETER.

Superintendent of Schools.

J. O. TIFFANY.

Office Hours on Thursdays at High School from 3:15 to 4:45 P. M. The first two weeks of each term, office hours will be observed on Monday also.

Truant Officers.

WARREN PARKER,	ALLEN L. BARDEN,
JOS. V. CURRAN,	GEO. W. HORTON.

379.744
At 82
1895-

REPORT OF THE SCHOOL COMMITTEE.

To the Citizens of Attleborough :

Your Committee herewith submit for your consideration their annual report pertaining to the expenditures of the appropriations made for the Public Schools for the year ending Dec. 31, 1895, with such suggestions as may be of public interest :

FINANCIAL STATEMENT.

Educational Department.

RECEIPTS.

Appropriation,	\$20,000 00
Dog fund,	889 03
Tuition of non-resident pupils,	344 00
	\$21,233 03

EXPENDITURES.

Teachers' bills,	\$17,178 00
Janitors' bills,	2,035 20
Fuel bills,	1,480 96
	\$20,694 16
Balance	538 87
	\$21,233 03

Incidentals and Repairs.

Appropriation, \$2,500 00

EXPENDITURES.

Jas. W. Gifford Co., repairs at High School,	\$ 7 96
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Repairs at Turnpike School,	\$ 5 37	
“ “ City “	85 81	
“ “ Mendon Street School,	35 39	
“ “ South Main St. School,	1 08	
Incidentals,	59 74	
		\$ 195 35

Jerome Patterson, repairs at Turnpike School,	\$ 2 94	
Repairs at High School,	1 03	
“ “ Dodgeville School,	299 63	
“ “ Carpenter Street School,	83	
“ “ Pine Street “	3 50	
“ “ Hebronville “	12 75	
“ “ S. Main Street “	3 70	
“ “ Sanford Street “	6 87	
“ “ Briggs corner “	101 61	
“ “ Pleasant Street “	85 31	
“ “ Various places “	42 39	
Incidentals,	1 46	
		\$ 562 02

E. A. Fuller, curtains at various places,	\$102 40	
Contract work, Sanford Street,	12 00	
Repairs at High School,	20 44	
“ “ Pleasant Street School,	33 74	
Glass, etc.,	4 55	
Painting, etc.,	82 87	
		\$ 256 00

Nahum Perry & Co., repairs at Academy School,	\$28 09	
Repairs at High School,	5 53	
“ “ Pine Street School,	2 25	
“ “ Sanford Street School,	3 18	

Repairs at various places,	\$37 60	
Incidentals,	13 52	
		\$ 90 17
Everett O. Dexter, work at Turner Street School,	\$26 20	
Work at Carpenter Street School,	6 74	
“ “ Sanford “ “	64 33	
		\$ 97 27
A. H. Tucker, work at Carpenter Street School,	\$ 7 80	
Work at Sanford Street School,	2 60	
		\$ 10 40
Pierce & Carpenter, lumber, Sanford Street School,	\$38 08	
Lumber, Carpenter Street School,	77 82	
		\$ 115 90
E. S. Capron, Getchell's bill,	\$25 45	
Blanding's bill,	1 75	
		\$ 27 20
J. O. Tiffany, pay as Secretary,	\$ 6 25	
Supplies, etc.,	90 02	
		\$ 96 27
W. H. Streeter, taking census,	\$40 00	
Pay as Secretary	18 75	
Incidentals,	6 80	
		\$ 65 55
Barstow Stove Co., furnace for Carpenter Street School,	\$135 00	
Wm. H. Goff, putting up blackboards, Carpenter St. School,	6 00	
Second Cong'l Church, furnace for Mendon Street School,	20 00	
Reuben Coffin, work at Turner Street School,	12 32	

Wm. H. Smith, work at Dodgeville School,	\$ 2 25
Schofield Duckworth, work at Mendon Street School,	4 86
Malcolm Currie, work at Turner Street School,	75 79
D. E. Adams, painting at Turner Street School,	5 44
Attleboro Gas Light Co., gas at High School,	19 98
Mossberg Mfg. Co., repairing electrical machine,	1 00
White & Ashley, repairs at various places,	24 90
Pike & Shaw, teams,	47 50
John Johnson, water at Briggs' corner School,	9 50
N. Shobat, work at Hebronville School,	1 40
Edward Kendall & Sons, safety valve ball,	2 48
Morse Wightman, work at City School,	5 00
Bates Opera House, High School graduation,	37 50
T. E. Barker & Co., dust brushes, etc.,	3 50
Isaiah Entwistle, work at Mendon Street School,	17 00
H. H. Clark, painting at Mendon Street School,	20 00
Jos. V. Curran, services as truant officer,	13 00

Chas. E. Bliss, Dr. McKenzie's bill as orator,	\$50 00
S. R. Briggs, services as truant officer,	4 75
V. V. Thompson, incidentals for graduation,	8 60
J. A. Thayer & Co., tuning and moving pianos,	12 00
Warren Parker, services as truant officer,	24 80
O. P. Richardson, premium on in- surance,	227 75
Allen Barden, services as truant officer,	5 00
Geo. S. Perry & Co., furniture and supplies,	189 30
E. R. Read, premium on insurance,	245 25
Attleboro Press, printing,	56 50
A. T. Atwell, tuning organ,	5 00
T. E. Perrin & Son, carting and freight,	37 46
Grant Bros., windows,	3 50
T. S. Nye, repairs,	1 65
Attleboro Steam Cleaning Works,	2 25
Alberta Remington, typewriting,	1 25
E. A. Wales, repairs, etc.,	3 10
Chas B. Jenks, sundries,	3 60
L. Z. Carpenter, sundries,	60
A. E. Walton, repairing clocks,	4 50
J. L. Wells, carpet and tacks,	93
G. A. Sweeney, table and mirror,	5 00
A. B. Curtis, safe,	65 00
East Side Store, sundries,	1 20
L. P. Metcalf, lettering diplomas,	14 20

S. D. Bushee, seed and fertilizer,	\$ 1 50	
A. E. Briggs, wood,	2 50	
G. T. Holmes, sundries,	20	
Q. Joseph Martin, wood,	2 00	
C. E. Thurber, cartage,	14 81	
George H. Snell, iron plates,	90	
A. G. Slocum, clocks,	8 75	
	\$2,984 40	
Overdrawn,	484 40	
		\$2,500 00

Text Books and Supplies.

RECEIPTS.

Appropriation,	\$1,400 00	
Cash for books sold,	6 58	
		\$1,406 58

EXPENDITURES.

Thompson, Brown & Co., books,	\$ 55 09
W. E. Middleton, supplies,	4 55
M. S. Mead, supplies for labora- tory,	16 75
Boston School Supply Co., books,	31 90
University Publishing Co., books,	20 75
Eagle Pencil Co., pencils, etc.,	56 73
Sampson, Murdock & Co., direc- tory,	2 00
J. L. Hammett, supplies,	32 79
Franklin Educational Co.,	42 05
D. C. Heath & Co., books,	88 64
Leach, Shewell & Sanborn, books,	42 88
Carl Shoenof, books,	7 61
Arthur C. Boyden, books,	7 00

Edward C. Babb & Co., books,		
paper, etc.,	\$190	10
American Book Co., books,	181	49
Ginn & Co., books,	224	67
Geo. S. Perry & Co., supplies,	349	68
Maynard, Merrill & Co., books,	3	26
Willard Small, books,	5	00
V. V. Thompson, stamps,	2	00
Prang Educational Co., tablets, etc.,	15	15
Lothrop Publishing Co., books,	9	00
H. J. Whittemore, music,	26	44
Wadsworth, Howland & Co.,	8	25
Oliver, Ditson & Co., music,	3	29
Thorp & Martin Co., books,	3	00
Henry Holt & Co., books,	9	26
Geo. G. McLean,	10	50
Allyn & Bacon, books,	8	34
Hayward & Sweet, cards,	1	80
Houghton, Mifflin & Co., books,	50	32
Current Events Publishing Co.,	6	25
Poole Bros., maps and charts,	3	00
Harper Bros., books,	4	06
	\$1,523	60
Overdrawn,	117	02
	\$1,406	58

Transportation of Pupils.

Appropriation,	\$	840	00
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EXPENDITURES.

T. E. Perrin & Sons' bill,	\$360	00
Seneca Cole's bill,	280	00
Wm. E. Richardson's bill,	83	00
	\$723	00
Balance,	117	00
	\$	840 00

Flags and Staffs.

Special appropriation,		\$ 450 00
L. F. Pease & Co., per contract,	\$437 00	
Balance,	13 00	
		\$ 450 00

School Superintendence.

Appropriation,	\$1,200 00
J. O. Tiffany's salary,	\$1,200 00

Recapitulation.

RECEIPTS.

Educational,	\$21,233 03
Incidentals and Repairs,	2,500 00
Text Books and Supplies,	1,406 58
Transportation of Pupils,	840 00
Flags and Staffs,	450 00
School Superintendence,	1,200 00
	\$27,629 61

EXPENDITURES.

Educational,	\$20,694 16
Incidentals and Repairs,	2,984 40
Text Books and Supplies,	1,523 60
Transportation of Pupils,	723 00
Flags and Staffs,	437 00
School Superintendence,	1,200 00
	\$27,562 16
Balance,	67 45
	\$27,629 61

REPORT OF THE BUILDING COMMITTEE.

At the annual town meeting, the needs of the southwest section of the town for school accommodations were referred to the School Committee, and the entire matter placed in their hands together with an appropriation of \$5,500.

As soon as the Committee had organized they at once began to look over that section of the town and carefully consider what would be the best plan to accomplish the desired object, namely: the providing of suitable school facilities for the entire section. It at once became evident that *one* building could not be placed at any point so that it would accommodate with any degree of fairness *all those* residing in that part of the town. The question then came up, were two schools possible, and if so where could they be so placed as to best serve the interests of the town for some years to come.

The full School Board organized as a Building Committee, with J. M. Knowles, Chairman, and Dr. W. L. Elliot, Secretary. The following plans were unanimously decided upon and carried out: A half-acre lot was obtained where Brown street crosses the new Mendon road, and the old Turnpike school house was moved to that place, thus accommodating all of the north.westerly residents of that section. This school house was placed upon a good foundation with a good cellar beneath and put in thorough repair with new floor timbers and floor throughout. A lot was then chosen for a new school building at the west end of the town near the Howard Bullough Works, a few rods from Washington street, with location on Turner street. Here a substantial two-room building was erected. The plan and general structure of this building is much the same as that of the new primary

house erected last year on Carpenter street, except that the two school rooms are situated one above the other instead of side by side. At present only one of these rooms is in use and thus sufficient school accommodations have been supplied for some years to come. Although recommended in the Superintendent's report of last year that the new building be erected on the site of the old, the Committee are fully convinced that no mistake has been made in more thoroughly providing for the needs of that section in the location of these two schools.

Some extra expense was necessary to carry out these plans and the following is the financial statement of appropriations and expenditures of the Building Committee:

RECEIPTS.

Appropriation,	\$5,500 00	
Cash for wood house sold,	7 00	
	<u> </u>	\$5,507 00

EXPENDITURES.

Malcolm Currie, per contract,	\$3,650 00	
Cost of Turner street lot,	900 75	
F. J. Sawtelle,	91 25	
Karl H. Hyde,	6 00	
N. Perry & Co.,	18 00	
Jerome Patterson, removing and repairing Turnpike house,	525 00	
Cost of Mendon street lot,	150 00	
Expressage,	77	
Geo. S. Perry & Co., furniture,	151 35	
J. W. Gifford & Co.,	4 65	
Geo. S. Perry & Co.,	7 00	
	<u> </u>	
	\$5,504 77	
Balance,	2 23	
	<u> </u>	\$5,507 00



City School.

Carpenter Street House.
RECEIPTS.

Appropriation for Carpenter street house,	\$6,250 00
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EXPENDITURES.

Bills previously reported,	\$6,192 54	
W. H. Goff,	6 10	
O. D. Case & Co.,	34 63	
W. L. Elliot,	2 93	
Pierce & Carpenter,	8 64	
	\$6,244 84	
Balance,	5 16	
		\$6,250 00

Incidental and Necessary Repairs of School Buildings.

The incidental and necessary repairs of school property, including buildings, furniture, fences, walks and school grounds in general, require an annual expenditure of a considerable amount of money, and your committee has not been able to do many things that should be attended to, in order to keep our school property in proper condition. Moreover, any *new* school furniture that may be needed is charged to this incidental account, as well as all items of insurance. The present insurance on our school buildings amounts to \$71,200, and necessitates an average expenditure of \$325 per year, premium.

During the past year the Dodgeville and Pleasant street school-houses have been newly shingled, the former put in good repair while the interior walls and ceiling of

the latter were kalsomined. At the City school the heating apparatus was necessarily renewed. New coal sheds, fences and numerous minor repairs at other school houses have necessitated no inconsiderable amount of expense.

The law passed last winter requiring flag-staffs and national flags to be provided, one for each school, did not come to the knowledge of the Committee until after the annual town meeting. The matter was at once considered, a sub-committee was chosen to provide suitable staffs and flags for those schools that were not already supplied, and a contract was finally concluded with L. F. Pease & Co., of Providence, R. I., to furnish the needed poles and flags placed where wanted, for the sum of \$437. The town in the meanwhile having made an appropriation at a special meeting of \$450 for this purpose, the Committee was not obliged to draw upon the incidental account.

Early in the year we were notified that a state law required that our furnace boilers be inspected two or three times a year, and after careful consideration it was considered best to insure the boilers against loss by explosion or fire in a Company that would attend to all inspections and render a report regarding the condition of the boilers to the School Committee at each inspection. This was done and at an expense of \$50 premium the boilers have been insured for three years.

Notice was also received from the State Board of Education that your Committee were required to have a fire-proof safe in which to keep the records of the School Department, and notification was requested as to whether we had complied with that requirement. Under these instructions the Committee purchased a good, second-hand safe, sufficient for their requirements at the price of \$65, and placed it in the office of the Superintendent for the above purpose.

General Condition.

We would report our schools as having made substantial progress during the past year owing to the hearty co-operation of our Superintendent and an able corps of teachers.

In years past our school attendance has not averaged as highly as it would have done had we been able to suppress the tendency to truancy. We would report more marked improvement along this line in the past year than ever before, owing to the efficiency of our truant officers and their being in constant attendance at the larger schools.

For a more detailed report of the condition of our schools we would refer you to the accompanying Superintendent's report.

The trustees of the Richardson School Fund have, during the past year, provided the High School with an excellent telescope and accompanying astronomical apparatus, and we would again acknowledge their generosity whereby we have been able to continue work in the drawing department which has become so important a feature of our schools.

New School-house.

The rate of increase of scholars in our town for few years past requires an additional school building every year. The increase of nearly one hundred, during the past year, of children of school age, requires that your Committee ask the town to make an appropriation for one to be built in the vicinity of County street. We recommend one of two rooms of similar plan as the Carpenter street house, and trust that the needful appropriation be made.

Recommended Appropriations.

The following appropriations are recommended by your Committee for the ensuing year for the support of the public schools:

Educational Department,	\$22,000 00 and dog fund
Incidentals and Repairs,	3,000 00
Text Books and Supplies,	1,600 00
Transportation,	880 00
Superintendent,	1,500 00
	\$28,980 00

Respectfully submitted,

CHAS. E. BLISS,
WILLIS H. STREETER,
CHAS. H. WHEELER,
W. L. ELLIOT,
E. S. CAPRON,
LEONORA P. BEERS,
DR. L. V. G. MACKIE,
S. M. HOLMAN,
JOHN M. KNOWLES.

ANNUAL REPORT
OF THE
SUPERINTENDENT OF SCHOOLS
OF THE
TOWN OF ATTLEBOROUGH,
MASS.

SUPERINTENDENT'S REPORT.

To the School Committee of Attleboro:

This report, the ninth since the division of the town, is herewith respectfully submitted.

Your attention is called to the following summary of statistics:

Population of the town, census of 1895, 8,287.

	1894.	1895.
Children between 5 and 15, May 1,	1,465	1,557
" " 8 " 14, " 1,	865	909
Scholars enrolled on registers,	1,674	1,792
Average membership,	1,260	1,368
Average attendance,	1,134	1,257
Per cent. of attendance,	90	91.9
Number of Teachers,	39	42
" " Schools,	27	29
" " School-houses,	14	15

The following statement, beginning with 1888, the first year in which a census of the present town was taken, is inserted to show the growth of the schools since the division of the town :

	Census.	Enrollment.	Average Membership.	Average Attendance.	Per cent. of Attend'ce.
1888,	1,105	1,396	1,068	964	89.9
1889,	1,141	1,462	1,076	969	90.
1890,	1,221	1,543	1,152	1,020	89.
1891,	1,248	1,574	1,165	1,033	88.7
1892,	1,272	1,556	1,189	1,065	89.
1893,	1,272	1,659	1,204	1,073	89.
1894,	1,465	1,674	1,260	1,134	90.
1895,	1,557	1,792	1,368	1,257	91.9

The table above furnishes a very gratifying exhibit of the growth of the town. The census of last May returned 452 more names than that of 1888, an increase of more than 40 per cent. in seven years. No one of these seven years furnishes evidence of greater growth and prosperity in all respects than the year of which this report is a record. The census returned 88 more than that of 1894. There was a gain in the enrollment as shown by the school registers of 118. The average attendance exceeded that of the previous year by 123, and by far the best of all, the per cent. of average attendance was raised from 90 to 91.9.

This improvement is largely due to the adoption and enforcement of a code of by-laws, and largely to the more vigorous enforcement of the laws governing school attendance.

Condition of the Schools.

The large increase of the per cent. of average attendance is in itself an evidence of prosperity. The teachers, by their endeavors to enforce the by-laws, by investigating more carefully the causes of absences from school, and by laboring more assiduously with parents, have contributed more than they are aware to this improvement. Many of them, particularly of some of the primary grades, have succeeded in awakening their children to a feeling of pride in the record of their schools. One of the teachers of the High School remarked that the record of attendance in that school had always been better than that of any other, till one monthly report showed that the children of the lowest primary in the Carpenter street school had beaten the record.

In some of the districts, notably in the south-western part of the town and the Perry school, the attendance has been poor. Evidences of a better state of things begin to appear at the new Turner street school. The inhabitants there feel that the town has dealt generously with them in building such a commodious and well appointed house. One family has moved across the line solely that its children can attend school in the new building. The great demand for tenements in that part of the town gives promise that both of the school rooms will soon be needed.

The year has been remarkable for the quiet, efficient discipline that has held sway in all of the schools. In no other year since I have had charge has there been so little manifestation of viciousness on the part of the pupils. There has not been a single instance as far as I can learn, where extreme measures have been used to control a vicious pupil.

In regard to the work accomplished, it must, I think, be admitted that no school whose record of attendance is low, can accomplish very good work; also, that with improvement in attendance there cannot fail to be a corresponding improvement in all that contributes to make a successful school. Nothing has contributed more to improve and unify the work of the primary grades in the village and its adjacent schools than the appointment of a Supervisor of primary grades. Mrs. M. E. Brown, who was appointed to this position, has done the schools a great service. Having an extensive experience and being specially adapted to the work, she has been able to render valuable help to several young teachers of limited experience, and by holding frequent meetings of the primary grade teachers to secure greater uniformity of work.

Changes of Teachers.

We have to report more than the usual number of changes. Victor V. Thompson, for a year Principal of the High school, and Abby N. Arnold, who had served three years as teacher of Greek, both retired at the end of the spring term. The former commenced the study of Medicine at Harvard University and the latter is teaching in the High school of her own town.

Winfred S. Ross, A. M., for several years a teacher in the Chauncey Hall school, Boston, took charge of the school at the beginning of the fall term, and the vacancy made by the retirement of Miss Arnold was filled by the appointment of Mr. Seth H. Chace, a graduate of Brown University as Sub Master.

Miss Roslyn Ferren, of the Turnpike, and Alice Estes of the City schools, resigned at the close of the spring term. Mrs. S. K. McIntyre succeeded the latter and Miss H. J. Brown took charge of the Mendon road school in the house which was moved from its old site on the Turnpike and located about half a mile north, near the home of Dr. Robinson.

Miss Mary L. Hayes took charge of the new third grade school which was opened in the Carpenter street house at the beginning of the spring term, and Miss Edith Todd was employed as teacher of the new school, opened in November in the new Turner street house.

Just before the end of the year Miss Povey, assistant to Miss Pratt on Sanford street, was obliged to resign, and Miss Hunt and Mrs. Brown failed to complete the fall term on account of ill health. For the same reason Miss M. B. Hawes, who had served the town faithfully for nearly ten years, resigned as teacher of the Farmer's school. Miss Pearl Elliot was transferred from the Perry school to suc-

ceed Miss Hawes, and Miss Mary A. Ray succeeded Miss Elliot.

Mr. H. J. and Miss Mary E. Whittemore, who had served the town acceptably for a long period, as instructors of music, resigned. I think the town fortunate in securing the services of Mr. Ervin W. Read as instructor and supervisor of music. He has had special preparation, brings to his work the result of successful experience, is enthusiastic, and has already secured a commendable popularity with teachers and scholars. As he gives three and a half days work he is able to give personal instruction to nearly every school each week. I recommend that this important department receive liberal treatment at your hands.

By reducing the number of grades in the elementary schools from nine to eight, we have succeeded in getting our classes through the Grammar school and ready to enter the High at an average age of little more than fourteen years. While this saving of time is desirable, as it keeps more of our scholars in the school until they have finished the Grammar course, and sends larger classes up to the High school, we should see to it that there is not a corresponding loss in scholarship. To compensate in part for the loss of a year, all the grades should have, at least, forty weeks school each year. Teachers must see to it that a large gain shall be secured for their scholars by improved methods of teaching.

It has become the custom with parents to send their children to the public schools soon after they reach five years of age. This gives opportunity to such children as cannot, for various reasons, keep fully abreast with their classes, to repeat a year somewhere along the course without carrying the age limit much above fourteen at completion of the Grammar course. I urge it upon all the teachers and especially those who have charge of Grammar grades, that they be students in every sense of the word,

that they be sure they understand the subjects they are employed to teach so thoroughly that their whole mental strength can be employed in teaching, and that they can show the truths they would teach in so clear a light that any pupil who will, cannot fail to understand. To do this, and nothing short will be acceptable, requires a special preparation of each day's work. A servile following of a text book however good that text book may be, resulting as it generally does from want of sufficient knowledge of the principles treated and an inadequate preparation of the truths to be taught during each recitation period, is beneath the dignity of any one entrusted with the charge of a school. I have lately in my visits to the different schools made it a special study to note the difference in the amount of work done in a recitation period by different teachers. One wastes but little time in talking about matters that her scholars already understand, perhaps as well as she does, but each day unfolds some new principle or illustrates some already treated, in a new way, and so interests her pupils and leads them on so that actual progress is made each day. The other teacher equally faithful, equally conscientious, equally active, by dwelling upon matters already treated too often, holds a patient but not interested class, and deceives herself by thinking she is teaching. In the one the pupils are daily marching forward, in the other they are simply marking time.

I quote from an article written recently by a successful educator: "The skill of the teacher in recognizing the moment when a pupil has gained clear and correct concepts of that which he illustrates, and in stopping the processes of illustration before they degenerate into wearisome and time-eating formalities, is like that of the physician who wisely adjusts his treatment of a case to its varying conditions."

Child Study.

The Great Teacher, wishing to give His followers an object lesson, one day, called a little child unto Him and set him in in the midst of them, that they might imitate the child, it is true, but child imitation implies child study. I have enjoined it upon our teachers that they be students.

A physician who had had a successful practice of many years recently said to me, "The young student, fresh from the medical school, can outdo us, old practitioners, in the ready use of all modern technical terms, but this touch (placing his finger on his wrist) comes only with years of experience." So with the young teacher, fresh from Normal school or University even. He may have all the catch-words and assertions of modern educational theories at his tongue's end ready for use, but the knowledge of the child, the most useful knowledge he can acquire, if it comes at all, comes only with years of experience.

I am glad that the importance of this study is beginning to be recognized all through our land. Surely, when so many of our foremost educators are giving it so much attention, it becomes us, educators of ordinary ability, to step into line and face the front. I am glad to note that commendable progress in this study is being made by some of our teachers. I have in mind one, who, if you should ask her about any child in her school, would give you such a clear and correct reply as to impress you with the belief that she must have made that particular child the subject of special study. Such were born to teach, and they attest by their success, every day, that they were not born in vain.

How often do we hear from the teacher such remarks as these, "Jimmie is the stupidest boy I ever saw. He can't see anything right before his face," and "Johnnie

don't seem able to do anything but whittle. He's ingenious. He can make anything with his pocket knife, but I don't believe he could tell an intransitive verb from a peninsula."

Teacher, be careful to whom you attribute the stupidity. Jimmie may not be able to see the truth right before his face, because his mental vision is focussed for truths beyond the stars, and if you fail to discover and develop Johnnie's talent, the greater Fulton who would invent buoyancy and propulsion for ærial crafts, will pass unrecognized and the progress of the world will be retarded through the loss of his service.

The young girl of perhaps twenty years, who comes from the Normal school, however well equipped she may be with all that the study of books can furnish, is just prepared to sit at the feet of the child and learn of him. If she comes with feelings of self-importance, proud of her attainments, she goes to her mission as Sir Launfal, equipped with golden spurs and glittering armor, set out on his quest. It will be fortunate for her and most fortunate for the children to be intrusted to her care, if, like him, she comes back humiliated.

"Let him not boast who puts his armor on,
As he who lays it off, the battle won."

Teachers, I recommend that you be students along this line. There are plenty of helps easily accessible. I recommend as one of the best, "The Child Study Monthly," a new magazine published by the Werner Company of Chicago. The January number is the seventh of Vol. I. It has among its contributors, such educators as Dr. G. Stanley Hall, President of Clark University. The subscription price is \$1 per year.

Child study receives extensive treatment in the last report of Dr. W. T. Harris, Commissioner of Education,

Washington. This report has, also, a complete bibliography of child study. I have a copy at my office and I recommend its use to you all.

Some Advice.

I have received during the last year an unusually large number of applications for situations as teachers in our public schools. Many of these have come from young girls who have made no preparation beyond completing the High school course. This preparation is by no means adequate. I think it well for me at this time to give such some needed advice. As Hon. Frank Hill, Secretary of the State Board of Education, has recently issued a circular addressed "To one Who Wishes to Become a Teacher," in which he frankly and kindly gives much good advice, I insert it and commend its careful perusal to all of that class for whose benefit it was written, to their parents who seem to consider the interests of their daughters above those of the schools, and to those who already have charge of schools.

TO ONE WHO WISHES TO BECOME A TEACHER.

MY YOUNG FRIEND:—May I advise you a little about preparing yourself for your chosen work? You are thinking, perhaps, how you can best earn a livelihood. I am thinking chiefly how you can help the schools. Really, however, the interests of the teacher and those of the schools run together. The better the teacher, the better the school; and the better the school, the greater the prosperity of the teacher.

If there were some way in which the State could intelligently select its own candidates for teaching, the schools would fare better than they do now. She would take some that do not now dream of teaching and decline some that now select themselves. Whether in deciding to become a teacher you have chosen wisely or not, I do not know. But now that your choice is made, you owe it both to

your future pupils and to yourself to become as good a teacher as possible. You need, in short, to train yourself for your work.

It is true there are good teachers who have not been normally trained; it is also true there are poor teachers who have been normally trained. This leads me to say that if you attend a normal school, it does not follow that you will become a successful teacher. This is because so much of what is essential to success is a matter of happy native endowment, and, therefore not in the power of the normal school to give. Physique, presence, health, temper, scholarly power, tact, patience, ambition, moral spirit, loveliness—the basis of all these things comes not from schools, but from ancestry and surroundings. This foundation wanting, no normal school can make it good. This foundation present, you can, with the aid of the normal school, build more rapidly and securely upon it than would otherwise be possible. The normal school will give you a quicker insight into the nature of education, put you earlier upon right methods, save you from many mistakes, in short, furnish you with the great lessons that have come from the study of the teaching process and from the history of teaching in the past; for you need as a teacher to begin where the successful experience of the world has left off. It is a clear waste for you to spend years in discovering what is already known. Moreover, you have no right to gain at the expense of your pupils what you should gain beforehand at your own expense.

If your aim is to teach in some grade below the high school, you need, before going to a normal school, a good high school training, as good a training as the best high school, with the best teachers and the best equipment, can give you in a four years course. A still more extended training would be helpful, for I cannot conceive of a discipline so thorough, of attainments so great, of culture so high, but that all these things may have some precious value even in teaching little children. If, however, it is your aim to teach in a high school, neither you nor the high school should be content with any academic preparation that falls short of a good four years' college course.

Should you enter upon the general two years' course of a normal school, the work it will try to do for you may be roughly sketched under the following heads:—

1. It will aim to unfold to you the principles of teaching as drawn from the laws of mental activity and exemplified in the

teaching experience of the world. This aim involves the study of educational psychology and educational history.

2. It will aim to show you how these principles may be applied in elementary instruction. This aim requires (1) that you shall be familiar with the subjects of instruction before you enter the normal school, and (2) that you shall take them up again from the teacher's standpoint and study critically how to develop them with children in accordance with sound principles. To the extent to which your energies are absorbed in conquering elementary subjects that should have been mastered before admission there is a loss not only to yourself but to the normal school and to the schools of the State. It is a distinct loss, for instance, if the normal school is called upon to teach you percentage when it is your duty to know percentage before you enter it. The normal school does not aim to teach per centage to you, but to guide you in teaching per centage to others. It should start from your intelligence, not from your ignorance. It wants your energies for the science and art of presentation, not for the conquest of what should already be known.

3. The normal school will try to show you what education really is—that it creates nothing new, that it builds on nature, that it is development under guidance, that it has continuity, and that a close and vital connection therefore, exists between primary instruction and all that comes after it. In other words the great highways of knowledge and training begin with the lowest grade and run through the highest, so that, if you wish to meet modern demands, it is no longer reading, writing and arithmetic that you must teach, but the world that is about the child and the great laws or thoughts of that world. These thoughts the child must be led to grasp and express, not in their fullness, for that would be beyond him; not all of them or most of them, for that, too, would be impossible; but a few of them, such as suit his years and enlist his interest, so that they may become, as it were, nuclei or axes or centres of a growth that is worth fostering. But how can you put little children on the track of these great thoughts unless you know the field where you profess to be a guide? If you are teaching children about plants, it is not enough to use an isolated rose, for instance, as the basis for training the powers of observation, inference, and expression. This is good so far as it goes; but if, in addition, you can lead the child into some insight, however dim, of the principles

that shall help him to bring the separate objects of his nature study into orderly groups—that shall lead him, for instance, to see the rose idea in the blossoms of the apple-tree and the bramble as well as in those of the rose-bush—and that, while engaging his young intellect, shall rightly kindle his soul—then your teaching is of a higher order. Now the normal school wants you to come to its classes with a good high school acquaintance with botany, that it may be unhampered and free in guiding you (1) to the right use of such knowledge as you have in teaching plants as single objects to children, and (2) to such wider and deeper views of the plant world as children may properly make a beginning of apprehending, and to feasible ways of laying the foundations for such views in their immature minds. If your ignorance of botany compels the normal school to teach you the elements of that subject, it forces the normal school to do work that really belongs to the school below; and to that extent the normal school is diverted from its true aims, and its usefulness for you and for others is seriously crippled.

The same reasoning may be extended to other subjects than botany.

4. Further, there is the general administration of a school—all that relates to neatness, order, discipline, health, manners, morals, the requirements of good citizenship, and, in general, to one's making the best and most of one's self in life. The normal school recognizes two classes of agencies that are potent in the schoolroom, the one relating to the externals of school management and the other to the atmosphere or spirit of that management; the one as exhibited in intelligent direction of the school, or in what the teacher consciously does, and the other in silent influence exerted upon the school, or in what the teacher unconsciously is. Agencies of the former class bear analysis; they can be directly learned. Agencies of the latter class baffle analysis; they are strong only as the aim is sound, the heart right and the life earnest. Now the aim of the normal school is to expound to you the one class and to foster in you the growth of the other; and the high purpose of its teachers is to be themselves what they would have you be—intelligent in directing and noble in living.

5. Finally, however helpful it may be for you to study the principles and methods of teaching in a theoretical way, this is not enough. The normal school, therefore, in its observation and prac-

tice schools, aims to give you facilities not only for seeing competent teachers at work with children, but also for teaching children yourselves under competent supervision. As the very object of normal instruction is to reduce the burdens and losses that come to the public schools from the employment of untrained teachers, the normal school aims to guard its own practice schools against similar burdens and losses by putting them under the general and permanent supervision of able teachers, as well as by declining to let its pupils practice in them until they have received instruction enough to work with definiteness and intelligence of aim and method.

Beneath these five respects in which the normal school will try to aid you, there runs, as already intimated, a deep philosophy which it is the business of the normal school to make known to you. If you once grasp this philosophy, if you are qualified to live up to it, if you try to make your practice conform to it, you may hope to hold your course fairly true through the varied and often shifting and treacherous problems of teaching and of school management.

With this conception of the service the normal school would like to do for you in your preparatory work, you will, I hope, discover ways in which you can do a similar service for yourself before entering the normal school. While you are in the high school, for instance, there is much helpful work possible for you beyond the letter of high school requirements. Why not begin early to do such work? While you are a pupil it would be well for you to think of yourself at times as a teacher, so that in discharging your duty in the humble role you may rise to certain ideals of duty in the higher. Are you doing oral work of any kind—demonstrating a theorem in geometry, explaining a principle in physics, translating French or Latin, answering a teacher's questions? The thought, of course, takes precedence always. But there are standards of voice, of fullness, completeness and accuracy of expression, of manner of presentation, of aim in satisfying others, which, if kept before you and striven for, will tend to lift your work from the commonplace and make it thus early what it should be later—a means of molding others by the unconscious power of example. Are you doing written work in connection with any subject? Here too, there are standards of accuracy and finish to be kept in view. There is no better way of keeping your English steadily under review than in close, every day attention to its details of spelling, syntax, capitalization,

punctuation, paragraphing, and the like. An excellent authority goes so far as to say "that the desire to make every word and letter plain consorts naturally with the desire to make the thought plain, and slovenliness in the one begets slovenliness in the other." If this is true of one's handwriting, much more is it likely to be true of details that come still closer to the thought.

In the next place, plan to do some of your school work in permanent and attractive form, partly that it may serve as evidence of successful high school work when you apply for admission to the normal school, but chiefly because doing it in such form is inspiring both to yourself and to those that examine it. The teacher more than most people needs to do work in good form because there are so many to be influenced by whatever example he sets. I refer to your laboratory note-books, to your drawing books, to your books of composition or other exercises in English, to articles with or without illustration which you may prepare in connection with any scholarly investigation, to your personal collections of plants, minerals, chemical products and what not,—in short, to any evidences of scholarly power or personal skill that are susceptible of presentation to the eye.

Finally, if you are fortunate in working under an able and sympathetic principal or other teacher who approves your plan and would like to help you carry it out, you might, under his advice and direction, do many things that come more closely within the range of a teacher's duty and yet are helpful to you as a pupil. There is the correction or supervision of certain school exercises; there is the lending of a helping hand to pupils who need guidance; there is the explanation of matters, from a teacher's standpoint to a class; and so on. Services like these are helpful alike to the teacher and yourself. If you are really "called" to teach, you should discover in yourself a readiness, at least, if not an impelling force or passion, to do some work in the line of your calling before you formally enter upon it.

In all your high school work there is a certain push, a certain spirit to make the most of the passing opportunity, a certain intellectual forwardness that is yet consistent with modesty, which I strongly commend to you. It is more than mere conformity to average school requirements; it is responding early to some demands that are sure to be made upon you later when you are in charge of a school—demands for self-reliance, originality, leadership, and so on.

While the evidence of your fitness to receive normal training has to be sought, of course, in your school record, in what may be learned of your personality, and in your scholarly power as seen in your treatment, both oral and written, of a few themes selected from subjects once studied by you, the fitness itself, if it exists, must exist apart from schemes of examination. Therefore, do not work merely to meet anticipated questions, but aim always for mastery and power in whatever you do. As between excellence in a narrow field and mediocracy in a broad one, if you must choose between them, choose the former.

Study carefully the circular of requirements for admission. It is not intended to ask for more in these requirements than the public schools are required by law to offer. Nevertheless, conditions may require you to supplement the work of the school by work outside. If for example, the books prescribed for use in English cannot all be taken in school, read some of them out of school. There is much, also, of what you did in the grammar school, in geography, arithmetic, and other subjects, for whose review you should hold yourself personally responsible. Review United States history by reading some standard work on the subject. Some practice in self-teaching when other teaching fails you is good for you. The State wants sturdy, self-reliant teachers, that are not easily cast down themselves, to hold pupils up to similar sturdiness and self-reliance.

Perhaps you do not expect to teach long, and so question the wisdom of special preparation. Whether you teach a long time, a short time, or not at all, the training of the normal school is good for the general purposes of education as well as for the specific purposes of teaching. In any event, the need of the schools for trained teachers, whether you recognize it or not, remains constant and urgent.

It may be that you live in a town or city that has a local training school for teachers, and that your only avenue to appointment, if you wish to teach at home, lies through this school. Even if you are indulgently permitted to enter this school directly from the high school, it would nevertheless be better for you to attend a normal school first.

One reason for maintaining such schools is doubtless found in the earnestness of school authorities to discover who of numerous applicants for appointment are likely to serve them best. If this is the case you are more likely, other things being equal, to do good

work in the local training school if you enter it with previous normal school experience than if you enter it without such experience; and this means for you a greater likelihood of timely appointment as a teacher and for the schools a greater likelihood of satisfactory service from such appointment.

Under no circumstances have you a just claim to be employed as a teacher except that which fitness to do the work of a teacher gives you. Other claims than those of fitness no school Board has a moral right to respect. If such fitness exists, there is not only room for you—there is a pressing demand for you—in the schools of the Commonwealth.

Let me commend to you in connection with your student work the reading of one or two helpful books. Todd's "Student's Manual," for example, is rich in suggestions for young people who are ambitious to make the most of themselves during their academic years. It is possible, too, that you might find excellent stimulus in some of the essays of Emerson, particularly those on the following themes: Power, Culture, Manners, Behavior, Self-Reliance and Spiritual Laws.

Although it would be premature for you to enter upon a course of professional reading while in the high school, yet a preliminary glimpse of what is needed in the teacher—such a view as you might get, for instance, from Page's "Theory and Practice of Teaching," might give you invaluable aid as to the color and tone your high school work should receive from your purpose to become a teacher.

Sincerely hoping that your choice of teaching as a profession has been wisely made, I wish you success and joy in the important work of preparing for it.

FRANK A. HILL, Secretary.

The High School.

Statistics given on the first pages of my report furnish an accurate exhibit of the growth of our schools as a whole for the last eight years. Note the growth of the High school during the same period. In 1887, the year of the division of the town, this school had an enrollment of 45 pupils, an average membership of 48.9, an average atten-

dance of 46.2. At the time of writing, near the middle of the year, this school has 130 pupils. The enrollment for last year was 120; average membership, 114.96; average attendance, 108.42. This comparison does not by any means show the full increase, for the large Freshman class of more than 50, which entered in September, has been present but one of the three terms of the year. Three teachers were employed in 1887 for less than 50 pupils. Now only four are employed for 130 pupils. Surely I cannot justly be charged with extravagance when I plead, as I now most earnestly do, that the teaching force be increased by the employment of an additional teacher who shall give instruction during the morning session of each day.

While I cannot assert it, I think such service can be secured without searching outside the limits of the town. I wish to qualify the statement that the school has had but four teachers the past year by saying that in consequence of the great increase of the number of pupils, last term, the four teachers were not able to do all the best interests demanded, and with the design to help the new principal, Mrs. Ross has volunteered to teach one class in Mythology four periods each week. I most cordially recognize the great assistance thus rendered.

Of all the improvements of recent years no one has been more timely and wise than the enlargement of the building a year ago. The two spacious and well lighted recitation rooms and the enlarged and improved chemical laboratory are highly appreciated. I hope to see in the near future a projection added to the east end of the building, the lower story of which shall be used for a recitation and lecture room, and the upper story which shall be lighted from above to furnish a suitable room for the classes in drawing. This can be done for a moderate outlay and

deprive the present rooms of no needed light. It can be made easily accessible from the main rooms, and when completed, improve the appearance of the building. If you were not to ask the town to build a new school house, I should urge that the enlargement be made this year.

I have another earnest plea to make for this school. Through the generosity of the trustees of the Richardson School Fund, the High school has come into possession of an excellent telescope. This 'scope needs a permanent home which should be substantial and so arranged that the telescope can render its greatest service. It ought to be near the school itself, where charts, books and all the appliances necessary can be kept and used. A square brick tower, whose outside dimensions need not exceed fourteen feet, three stories high, to carry the top well up to a level with the roof of the school house, surmounted with a dome and located on the northeast corner of the lot would be most convenient and be an ornament to the lot. The cost of this need not exceed \$500, perhaps \$400. I sincerely hope that either by means of an appropriation by the town, or through the generosity of those of our citizens who would be glad to join in doing the school so great a service, the observatory may be built early in the spring.

Since this report, although addressed to the School Board, should be read by every citizen, it seems well for me to speak briefly of what has been done by you in the year past, and what seems to me needed to be done this year. The past year has witnessed extensive repairs. The opening of new schools which we thought would not be needed till another year has called for large outlays. The repairs made at the Dodgeville South Main street and Pleasant street houses were greater and cost more than anticipated. A large part of the expense was for improvements of a permanent character.

This year both the Farmers and Briggs Corner school houses should receive extensive repairs and alterations. In the former the furniture should be rearranged so as to front the east instead of the north, as it now does. A new floor should be laid; larger windows should be made, that the room may be properly lighted. No new furniture will be needed, as that has been recently supplied. The Briggs Corner house should have a new floor and new furniture. It should have longer windows, extending higher towards the ceiling, as the present windows admit too little light. It should have a well. The Hebronville, City and Farmers school rooms should be connected with the street mains. There is a well of good water at Dodgeville. The rooms at Hebronville, City, Farmers, Pine street, and the third story of the central building on Sanford street should have walls and ceilings kalsomined. Concrete walks should be laid at many of the schools, and the Sanford street grounds should receive liberal treatment.

So much to promote the material prosperity of our schools. In that department which relates more directly to the intellectual growth, the needs are so many and so various that it is useless to attempt to name them. For supplies, text books, books of reference, such as cycloædias, dictionaries, maps, charts and globes, for apparatus for both physical and chemical laboratories, there is always an increasing demand. I appeal to you who have charge of the expenditure of the appropriations, to the voters who have generously responded to your requests, and to the trustees of the Richardson fund to deal liberally with this department for which I have, and seek no weightier reason than that it is all for the children's sake.

I will recommend here and now only one important change, preferring to defer others to such times as may seem best to call your attention to them. I refer to the

adoption of vertical writing. Early last year I called the attention of the Committee to it and asked them to consider whether it would be well to adopt it last fall. Later in the year the agitation of the question subsided so much that when the time came I did not think it best to recommend its adoption. Meanwhile I have kept a close watch of its progress and I now earnestly recommend its adoption, in part, at the beginning of the next fall term. I would recommend its adoption only for the primary grades. In the fourth primary year the children receive most thorough instruction and drill in penmanship, and may then be said to establish their style of writing. I would not disturb this by the substitution of a different one, but by introducing it in the primary grades and continuing its use as the scholars are promoted from grade to grade it will in four years time come to supplant the old system.

In closing I wish to express my thanks to School Committee, teachers, and all with whom I have been associated for the courteous treatment I have received from them.

When I recall that I have not received one adverse criticism from the Committee, and that, almost without exception, they have carried into effect every suggestion of mine, I should fall short in politeness if I failed to express my appreciation.

Respectfully submitted,

J. O. TIFFANY,
Supt. of Schools.

Report of the Instructor in Drawing.

Mr. J. O. Tiffany, Superintendent of Schools:

DEAR SIR:—The work in drawing done by the pupils of the public schools during the past year shows a great improvement over that of previous years. The greater fa-

miliarity of the teachers with the work to be done and the care and interest shown by them in carrying out the course of lessons furnished them, have resulted in an increased interest on the part of the pupils. The practice of the two previous years has given the pupils some facility of expression and in nearly all schools they are now doing work adapted to their grade in a manner creditable to themselves and their teacher. The mechanical drawing done during the winter term has been valuable in increasing the power of attention and concentration, not only in drawing, but in other studies. The drawings made last winter are especially commendable for the neatness and accuracy displayed in the use of compasses and rulers.

In copying historic ornament and making original designs, good work was done during the spring term as was apparent in the drawings exhibited at the graduation exercises of the Grammar school last June. During the fall term the pupils of all grades above the third have been making free hand drawings from models and other objects. Each pupil has been furnished with a small sketch book, made of drawing paper, and many have bought sketch books for themselves. In grades below the High school it has been recommended, but not required, that one sketch should be made each week outside of school hours. In many cases this has added greatly to the interest of the pupils in their drawing lessons, and there has been a consequent improvement in their drawings. It has also served to make their lessons more real and practical to them by connecting them with their life outside of school.

The arrangement of the drawing classes in the High school during the fall term and the favorable influences under which they are now working have made it possible for these pupils to accomplish much more than ever before. The plaster casts bought by the trustees of the Richardson

School Fund have furnished artistic models for the study of light and shade. The sketch book work, which has been required, each pupil making one sketch a week, has also been of great value, and some good sketches have been made. There is still need of a separate room for drawing, furnished with chairs and tables instead of desks, and better facilities for the arrangement of models.

Respectfully submitted,

LOUISE M. GOODRICH.

Report of Director of Music.

Mr. J. O. Tiffany, Superintendent of Schools:

MY DEAR SIR:—In accordance with custom I submit with pleasure my first report for the department of music.

My very short acquaintance with the schools has been most pleasant, and if these pleasant relations of the past are indicative of the future, I can but truly feel that the already existing bonds between teacher and pupil will strengthen as time lengthens.

The first matter to attract my attention on visiting the schools was their ungraded condition in music. Hardly any two schools of the same grade were doing the same work. I called the attention of the regular teachers to the matter and asked their hearty co-operation, that a proper grade might be established in each school, and by their united efforts the same has, in a measure, been accomplished. The results thus far obtained have been very gratifying, and too much cannot be said in praise of the work of the regular teachers and their willingness to carry out my directions.

But I am not content to rest here. There is yet much to be done to bring the schools up to a proper grade, and it

is my earnest hope to see the same accomplished at an early date, so that each grade may be doing the same work throughout the town.

Another matter very conspicuous is the lack of proper material to carry on the work of this department. I find a school here and there supplied with books. Other schools of the same grade without anything whatsoever to help and encourage them. Such a condition of affairs is hardly fair to all concerned. A mechanic would hardly be expected to perform a skillful piece of work without the proper tools with which to work.

The High school I found to be doing the work of the grammar grade, the grammar grade of the fifth and sixth grades and so on down to the first grade. The books in use at the High school I placed in the grammar, taking theirs in turn for the fifth and sixth grades, and so on down. It will be seen at a glance that by so doing the different grades established have been partly equipped and an incentive for work given the pupil. But I am left without anything for the most important class of all, the High school. Thus far I have used supplementary music, but such a line of march under the most favorable circumstances is very unsatisfactory, and I hope I may be pardoned if I urge an appropriation of seventy-five dollars for the High school alone. It is a small sum, to be sure, but it will amply equip us and put us on a par with the best.

But this is not all. While appealing for the High school, I would indeed be false to my duty should I fail to refer once more to what I have already said, in regard to those schools, which have nothing whatsoever with which to work, while the same grades in other parts of the town are well equipped.

The mere mention of this fact seems to me all that is necessary to demand immediate attention. The expenditure

of a very small amount of money would suffice to make all things equal.

It is very gratifying to me to see so much real, genuine enthusiasm manifested by both teachers and pupils in their work. Attleboro needs more music in its soul, and it is to be hoped and expected that the schools will furnish live, wide awake musicians, what every community needs to elevate it. Thanking you for your courtesy and helpfulness, I have the honor to be

Very respectfully yours,

E. W. READ,

Director of Music.

Report of Principal of High School.

Mr. J. O. Tiffany, Superintendent of Schools.

DEAR SIR:—One hundred and thirty pupils attend the High school, 79 of whom are boys, 61 girls, 1 graduate, 27 seniors, 24 juniors, 26 sophomores, and 52 freshmen.

An extra teacher is needed, as are tables and hoods for the laboratory, and historical maps, mentioned by Mr. Thompson in the last report.

A single session, from 8 A. M. to 1 P. M., is generally wanted, and is probably desirable.

The generosity of the trustees of the Richardson School Fund, in purchasing a Newtonian reflecting telescope of eight and one-half inches aperture, is known to all, and I wish to thank them for their kindness, and to express my gratitude to the community for the interest shown in the High School.

W. S. ROSS.

Report of Principal of Grammar School.

Mr. J. O. Tiffany, Superintendent of Schools.

DEAR SIR:—The following report of the Grammar school for the year ending December 31, 1895, is respectfully submitted.

Throughout this report I shall speak of the classes in the Grammar school as the seventh and eighth grades respectively, the School Committee having so designated them, apparently, in their last report.

The seventh grade entering the Grammar school in September, 1894, was unusually small, and when, in September, 1895, this class became the eighth grade, it numbered but 35, the present number being 33.

On the other hand, the seventh grade entering in September, 1895, was very large, 85 being enrolled at the opening of the term. I have made three divisions of this class for all work except that in writing, drawing, and music, two divisions being made for writing and drawing, while instruction in music is given to both classes at the same time. These divisions were made without reference to the standing of the pupils, but I am at present considering the advisability of dividing the class according to the faithfulness and ability with which the pupils do their work.

I am of the opinion that better results might be obtained in the Grammar school if some plan were adopted by which a better grading of the classes might be possible. I have no very definite plan to present, but would suggest that in the lower grammar grades, of which there are usually two or more schools, the pupils for the different schools be selected so that those pupils capable of doing the most advanced work could be in the same class and those capable of less in a class which should be a lower division of the same grade. I see no difficulty in the way of uniting, at the

proper time, such lower division with the more advanced portion of the grade next lower, and I am confident that the slower pupils would receive more nearly their due, something that is often overlooked in the modern graded school. At present many pupils are obliged to remain two years in some grade during their course in the elementary schools, and it seems better that the brighter pupils should be given the opportunity to do all that they are capable of doing and that the others do as much of a year's work as possible, rather than spend a year in doing work which they are poorly fitted to do, with the prospect of doing the same work for another year. While it is true that, by such a plan as I have suggested, those pupils who might otherwise take the same work two years would not save any time, they would certainly acquire better habits and take more interest in the work.

The books recently introduced for supplementary work in arithmetic for both grades will undoubtedly be a decided help, for the pupils will have much less work to perform from the blackboards, which it is often inconvenient to do on account of the location of the boards and the light, and the time spent by the teacher in writing such work upon the boards will be saved. The adoption of a more advanced text-book for the use of the eighth grade in studying United States history has been a great advantage, and much is hoped from the recent introduction of a new text-book in geography for the same grade, for we have never had a text-book which contained material for the satisfactory completion of an elementary course in geography.

During the spring term, having another assistant half-time, more work was done in elementary science, the seventh grade having lessons in plant life and the eighth grade work in elementary chemistry.

Since the supervision of the Sanford street grounds was added to my duties by the Committee in May, 1892, my relations with the janitors have been harmonious, and I take this occasion to commend the efficient work done by the present janitor and his assistant in keeping order in the yard.

During the spring term, while having the assistance referred to above, I made frequent visits to the recitation rooms of the Grammar school and to the other rooms containing grammar grades, as you requested. Although the vote authorizing the above was passed by the School Committee in June, 1893, I had never been able to devote much time to that work because of the number of recitations that I had. I became acquainted with each pupil in the lower grammar grades and, by visits during recitations and by written tests, learned something of the work of the pupils in those grades. This was especially helpful to me in the case of the classes promoted to the Grammar school last September. Since last September I have simply conferred with the teachers of those grades concerning the minor matters which they have referred to me. In this connection, I would suggest that the walls of the rooms in the third story of the middle building be made more attractive.

In closing this report, allow me to acknowledge with gratitude the help and support which I have constantly received from you.

HERBERT E. WALKER.

Report of Supervisor of Primary Grades.

Mr. J. O. Tiffany, Superintendent of Schools.

DEAR SIR:—In accordance with your request I present the following brief report of the village Primary schools.

One year ago, when the second school at Carpenter street was opened, there were many changes, which were at that time confusing and discouraging to teachers and pupils. It was regretted that these changes could not have occurred at the beginning of a new year. Notwithstanding this, these changes have resulted in great good, especially in those schools where there were formerly two grades and which now have but one. As this is the case in every school excepting one, aside from the partially graded schools at Farmers and Pleasant street, better results should be obtained, especially as many of the pupils have a shorter distance to go to school and can be more punctual in attendance. Under the present arrangement the promotion of the schools last June as a whole, as was done in nearly all cases, was, in my opinion, of great advantage to pupils and teachers. The pupils having been taught by one teacher and being accustomed to working together, were prepared to begin the work of the next grade without delay.

During the past year, grade meetings have been frequently held. They have been well attended and much interest has been manifested by the teachers. At these meetings, methods have been discussed, work outlined and compared, thereby gaining a greater uniformity of work. In most cases the teachers have manifested a willingness to help each other to gain the best results.

Examinations or tests have been given in the different branches taught in the higher primary grades. These have been used in all the village schools of the same grade and the papers sent to me, also samples of each child's work from the different schools. It is hoped that comparing the work will be a help to the teachers and an inducement to the pupils to do their best.

There is, to a great extent, a uniformity of work at the present time, and it is hoped that, by the end of this

year, a child will be able to enter another school of the same grade, should circumstances demand, with no loss of time to the pupil or extra work for the teacher, also that the fourth grade pupils from the several schools will be prepared to enter the fifth grade at Sanford street, all having done the same work and taken the same examinations.

There is one great drawback to the best results, viz: the crowded condition of the first grade at Sanford street. Owing to this fact the pupils cannot stay with the first grade teacher the allotted time and are crowded out to make room for the new comers. This is a hindrance to good work, even into the grammar grades, for in the lower grades is the foundation laid on which all future work is builded. Not only in loss of needed drill does it have a bad effect, but many do not enjoy their work as they would. Young children, as a rule, enjoy trying to do their best, if the spirit of the room is what it should be and the work within their comprehension; but require them to do that which they cannot do well and they lose their interest and become discouraged. They may acquire habits which will be a lasting injury, for habits formed in the lower grades often cling to them through their whole school life, and even in later life.

The work of the primary teacher is arduous and wearing and many devices are needed to gain the best results. There are many things which would be helpful that we do not have. Objects are needed for beginners in reading. The child can tell what he sees much better than what he imagines. Good reading is the basis of all good work and it is very essential that the child should begin aright. Suitable literature for the third and fourth grades is much needed. A small circulating library would meet this need. If a few sets of books suitable for these grades could be purchased and circulated among the several schools when

needed, better reading would result therefrom, and a taste for good reading would be cultivated. A set of books could be retained a few weeks, perhaps nine or ten, then passed to the next room and so on. If a new set could be added occasionally there would, in a short time, be quite a good library at a small expense. The fourth grades very much need new maps to assist in the study of geography. There is also need of reference books for the teachers' desks, especially those which are helpful in teaching science.

In closing, I wish to thank you for your encouragement and also the teachers for the cordial manner in which they have received and acted upon my suggestions.

Respectfully submitted,

MAY E. BROWN.



High School.

APPENDIX.

Graduating Exercises of the Attleborough High School.

BATES OPERA HOUSE,

Wednesday, June 26, 1895, 8 P. M.

PROGRAMME.

1. "'Tis Morn."

CHORUS.

2. Invocation.

REV. E. L. HOUSE.

3. Address of Welcome.

MARY AGNES WIGHTMAN.

4. Three-part Chorus. [Ladies' Voices.]

a. "Concert of the Birds."

b. "Revel of the Fairies."

5. "How my Grandmother Went to School."

SUSIE BRIGHAM MORSE.

6. "The Privileges of the Girl of Today."

KATHERINE ISABELLE SWEENEY.

7. "In the Forest."

TRIO.

8. Dumb-bell Drill.

9. Flag Drill.

CAROLINE LOUISE BRIGGS, INSTRUCTOR.

10. Oration.

REV. ALEXANDER MCKENZIE, D. D.

11. Presentation of Diplomas.

12. "Revel of the Leaves."

CHORUS.

13. Benediction.

"NON COMPLETUS, SED INCEPTUS."

"Not ended, but begun," cries he whose toil-worn hand
Would wrest from niggard Fame the hard-earned prize,
"To have achieved a little, profits not,
While still unconquered heights before us rise."

As the young shoot unfolds its pale green leaves
To the warm sunshine, till the rolling years
Crown it with verdant beauty, and a stately tree
Above the choking briars its summit rears;

While 'mid its swaying boughs the hang' bird bright
Swings by his airy nest, and trills his joyous strain
Of happy summer, and the murmuring breeze
Sweeps o'er its leafy harp, and chants a low refrain,

So shall our lives from tender twigs expand
To growing trees, which every season's sun
Finds fairer, decked with garlands ever gay,
Dropped by the flying hours that 'round each other run,

And for us too shall yield their priceless store,
Each day beholding some high action done,
'Till our aspiring souls, perfected, free,
See stainless glory, radiant beauty won.

ELSIE LILLA LEWIS.

NAMES OF GRADUATES.

Sophia Alexina Anderson.
Lizzie Richards Holbrook.
Elsie Lilla Lewis.
Bertha Louise Mowry.
Lucy Howard Swift.
Henry David Butterworth.
Howard Everett White.
Gertrude Everett Horton.
Caroline Louise Briggs.
Eleanor May Lillibridge.
Susie Brigham Morse.
Katherine Isabelle Sweeney.
Mary Agnes Wightman.
Leslie Wheaton Monroe,
Morse Wightman.

Graduating Exercises of Sanford St. Grammar School.

Friday, June 28, 1895, 2 P. M.

CLASS MOTTO:—"Row, Not Drift."

PROGRAMME.

Greeting Song.

GRADUATING CLASS.

Song. "Awake! Awake! The Flowers Unfold."

SCHOOL.

Address.

REV. WM. H. BRANIGAN OF BOSTON.

Singing.

a. "In Mercy Hear Us."*b.* "'Tis May-day Morn."

SCHOOL.

Presentation of a Picture to the School from Graduating Class

MISS ADELAIDE E. LEE.

Response.

PRINCIPAL.

Singing.

a. "Happy and Light."*b.* "'O'er the Waters."

SCHOOL.

Presentation of Diplomas.

MRS. L. V. G. MACKIE, M. D.

Singing.

Parting Ode.

GRADUATING CLASS.

GRADUATES.

Mary Phinney Adams,	Mark Altern Cole,
Harriet Irene Batchelder,	Archibald Victor Crawford,
Hattie Ethel Bradford,	Charles Parnell Crehan,
Marion Celinda Bullock,	Louis Anderson Dean,
Ruth Mildred Carpenter,	Winfield Everett Dunham,
Esther Wilson Gould,	Chester Steele Everett,
Mary Frances Higgins,	William John Fisher,
Adelaide Ethel Lee,	Herman Winfred Freeman,
Hattie Marion Lillibridge,	Stephen Holly Garner,
Ida Augusta Luther,	Charles Henry Gifford,
Mary Aleta MacWhinnie,	Frank Joseph Hatten,
Florella Bliss Parmenter,	Louis Elwin Ladd,
Ethel May Scott,	Joseph Seabury Manchester,
Grace Earl Sherman,	Charles Cole Monroe,
Emily Phebe Sweet,	Edward Ansel Morse,
Ada May Thurber,	William Patrick Nihan,
Clara Loisa Walker,	Raymond Edwin Sherman,
Alice Ingraham Wetherell,	Ernest Clifford Streeter,
Walter Larnard Blackinton,	Harry Pierce Sturdy,
Francis James Blaine,	George Albert Sweeney, Jr.
Levi Clark Blanchard,	Charles Foster Swift,
Soranus Standish Bradford Jr	Clifford Earl Thurber,
Leroy Dean Braman,	Harold Henshaw Wells,
Charles Albert Brown,	Winford Raymond White,
Edwin Sidney Bullock,	Edward Warner Williams,
Charles Lebaron Burbank,	Percy Oswald Wilmarth,
Harry Lester Carpenter.	

Graduates of City Grammar School.

Robert Percy Murphy.
Harley Bostridge.
Katherine Isabel Doran.
Percy Bernard Doran.
Maria Clarkson.
Robert Wilson Boyd.

Graduates of Briggs Corner School.

Sarah Elizabeth Whittaker.
Sarah Josephine Shaw.
Edith Warren Briggs.
Walter Andrew McClelland.
Charles Wellington Brigham.

SCHOOL STATISTICS.

Number of High Schools,	1
“ “ Grammar Schools,	5
“ “ Primary “	16
“ “ Semi-graded “	3
“ “ Ungraded “	4
Whole number, two more than last year,	29

Teachers.

Number in High School,	4
“ “ Grammar Schools,	9
“ “ Primary “	19
“ “ Semi-graded “	4
“ “ Ungraded “	4
Special teachers of Music and Drawing	2
Whole number, two more than last year,	42

Enrolment.

	Boys.	Girls.	Total.
High School,	48	72	120
Grammar Schools,	209	144	353
Primary “	549	528	1,077
Semi-graded “	36	67	103
Ungraded “	81	58	139
Totals,	923	869	1,792

Average Membership.

High School,	114.96
Grammar Schools,	304.19
Primary Schools,	741.62

Semi-graded Schools,	89.39
Ungraded Schools,	117.75
Total,	1,367.91

Average Attendance.

High School,	108.42
Grammar Schools,	283.51
Primary Schools,	681.01
Semi-graded Schools,	81.99
Ungraded,	102.06
Total,	1,256.99

Per cent of attendance based on average membership,	91.9
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Through the kindness of Representative B. Porter, Jr., I am in receipt of a copy of the report of the State Board of Education recently submitted to the Legislature for inspection and soon to be distributed. I glean from it several data and make comparisons of cost of schools in Attleboro with averages of same in the State.

1. Amount expended on public schools in town last year, including receipts from Trustees of the Richardson School Fund, but excluding cost of repairs and new school houses,	\$25,217 76
2. Amount expended, including cost of repairs and new houses,	\$36,202 16
A. Number of children in town between 5 and 15 years of age,	1,557
B. Average membership of the schools,	1,368

Cost per scholar in A, based on 1, in town,	\$16 19
Cost per scholar, on same basis, in State,	19 98
Cost per scholar in B, based on 1, in town,	18 43
Cost per scholar, on same basis, in State,	23 88
Cost per scholar in A, based on 2, in town,	23 25
Cost per scholar, on same basis, in State,	26 07
Cost per scholar in B, based on 2, in town,	26 46
Cost per scholar, on same basis, in State,	31 20

Table Showing Names, Grades, Teachers, Membership and Attendance.

	TEACHERS.	NAME OF SCHOOL.	GRADE.	Different Scholars Registered.	Boys.	Girls.	Average membership.	Average attendance.	Per cent. of attendance.
1	Winfred S. Ross, A. M.,	Bank Street.	High.	120	48	72	114.96	108.42	94.06
2	Seth H. Chase,	"	"						
3	Helen W. Metcalf,	"	"						
4	Susan M. Kelly,	"	"						
5	Herbert E. Walker,	Sanford Street.	3d and 4th Grammar.	128	72	56	109.10	103.25	94.60
6	Rhoda C. Slate,	"	"						
7	Nellie M. Toothaker,	"	"						
8	Hannah M. Pratt,	"	Second Grammar.	62	38	24	58.55	54.52	93.10
9	Adelina S. Povey,	"	1st and 2d Grammar.	78	44	34	63.37	57.83	91.25
10	O. Cora Chatterton,	"							
11	Carrie E. Johnson,	"	First Grammar.	44	31	13	37.53	34.67	92.00
12	Harriet R. Jewett,	"	"	41	24	17	35.64	33.24	93.25
13	Inez A. Hunt,	"	Fourth Primary.	53	35	18	47.77	44.40	92.92
14	S. Elizabeth Barrows,	"	3rd and 4th Primary.	61	32	29	46.23	43.82	94.80
15	May E. Brown,	"	Third Primary.	56	30	26	45.60	43.02	94.30
16	Lou. B. Kimbal,	"	Second Primary.	51	31	20	45.19	42.33	93.68
17	Emma F. Bradley,	"	First Primary.	43	15	28	44.36	40.54	91.16
18	Cora L. Maynard,	"							

19	Alice B. Fisher,	Sanford Street.	First Primary.	152	64	88	66.47	57.60	86.66
20	Florence R. Parker,	"	"						
21	Dora A. Sweet.	South Main Street	Fourth Primary.	43	23	20	40.00	36.90	92.00
22	Lizzie J. Herrick,	Pine Street.	Second	49	19	30	41.61	38.21	91.00
23	Annie A. Wheeler,	"	First	87	35	52	43.20	39.50	91.41
24	Mary L. Hayes,	Carpenter Street.	Third	5	0	5	38.27	36.13	94.40
25	Bertha V. Cobb,	"	First	65	34	31	43.80	39.83	90.90
26	Mary A. Stephenson,	Dodgeville.	Semi-graded.	41	9	32	37.19	34.30	92.00
27	Bertha L. Smith,	"	Primary Grades.	136	75	61	76.65	67.91	88.50
28	Hattie E. Shepard,	"	"						
29	Nellie E. Briggs,	Hebronville.	Semi-graded.	39	16	23	31.58	28.94	91.60
30	Annie McNeerney,	"	"						
31	Minnie A. Walker,	"	Primary Grades.	154	80	74	73.40	68.20	92.90
32	R. Grace Field,	"	"						
33	Susan K. McIntyre,	City.	Semi-graded.	23	11	12	20.62	18.75	90.90
34	Clara F. Bourne,	"	Primary Grades.	50	31	19	37.93	35.22	92.85
35	H. Josephine Brown,	Mendon Road.	Ungraded.	47	29	18	43.00	36.00	83.00
36	Julia L. Merry,	Briggs Corner.	"	44	23	21	36.75	34.06	92.60
37	Mary L. Ray,	Perry.	"	33	20	13	25.00	21.00	84.00
38	Abbie E. Carpenter,	Pleasant Street.	Primary Grades.	29	17	12	21.53	20.21	94.00
39	Pearl M. Elliot,	Farmers.	"	43	28	15	29.61	27.19	91.82
40	Edith S. Todd,	Turner Street.	Ungraded.	15	9	6	13.00	11.00	91.97
41	Ervin W. Read,	Music Teacher.							
42	Louise M. Goodrich,	Drawing Teacher.							
Totals				1792	923	879	1,368 00	1,257.00	

Programme of Drawing Lessons.

(Given by Supervisor of Drawing.)

Tuesday.—Once in three weeks.

1. Fourth, fifth and sixth grades, Sanford Street and South Main Street.
2. South Attleboro, Turnpike, Dodgeville and Hebronville schools.
3. Carpenter Street, Pine Street, Farmers, Briggsville, Pleasant Street and Perry Schools.

Wednesday.—Once each week.

Seventh and eighth grades, Sanford street, and Freshman, Sophomore and Junior classes, High School.

Once in three weeks.

First, second and third grades, Sanford Street.

Programme of Music Lessons,

(Given by Director of Music)

MONDAY, A. M.

Hebronville, South Attleboro.

MONDAY, P. M.

Turner Street, Mendon Road.

WEDNESDAY, A. M.

Briggs Corner, Perry. (First and third weeks.)

WEDNESDAY, P. M.

Pine Street, South Main Street.

THURSDAY, A. M.

Sanford Street.

THURSDAY, P. M.

Sanford Street, Dodgeville.

FRIDAY, A. M.

Sanford Street, Pleasant Street, Farmers.

FRIDAY, P. M.

Carpenter Street, High School.

School Calendar for 1896.

WINTER TERM:—Begins January 6 and ends March 27,
12 weeks. Vacation, one week.

SPRING TERM:—Begins April 6 and ends June 26, 12
weeks. Vacation, 10 weeks.

FALL TERM:—Begins September 8 and ends December 24,
16 weeks.



